

Education and Child and Family Services Protocol for Children and Youth in Care:

Support Resources Companion Document

May 2013



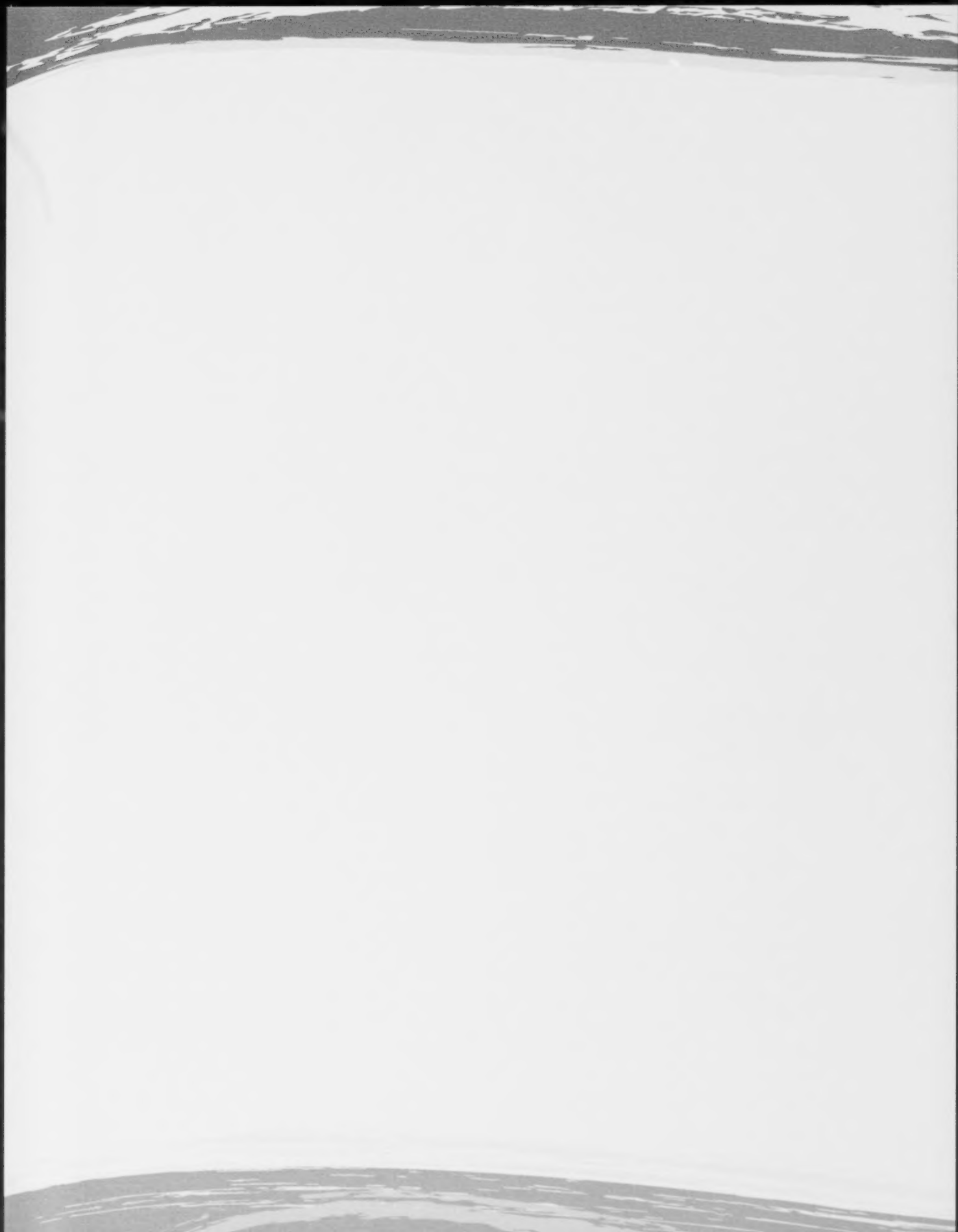
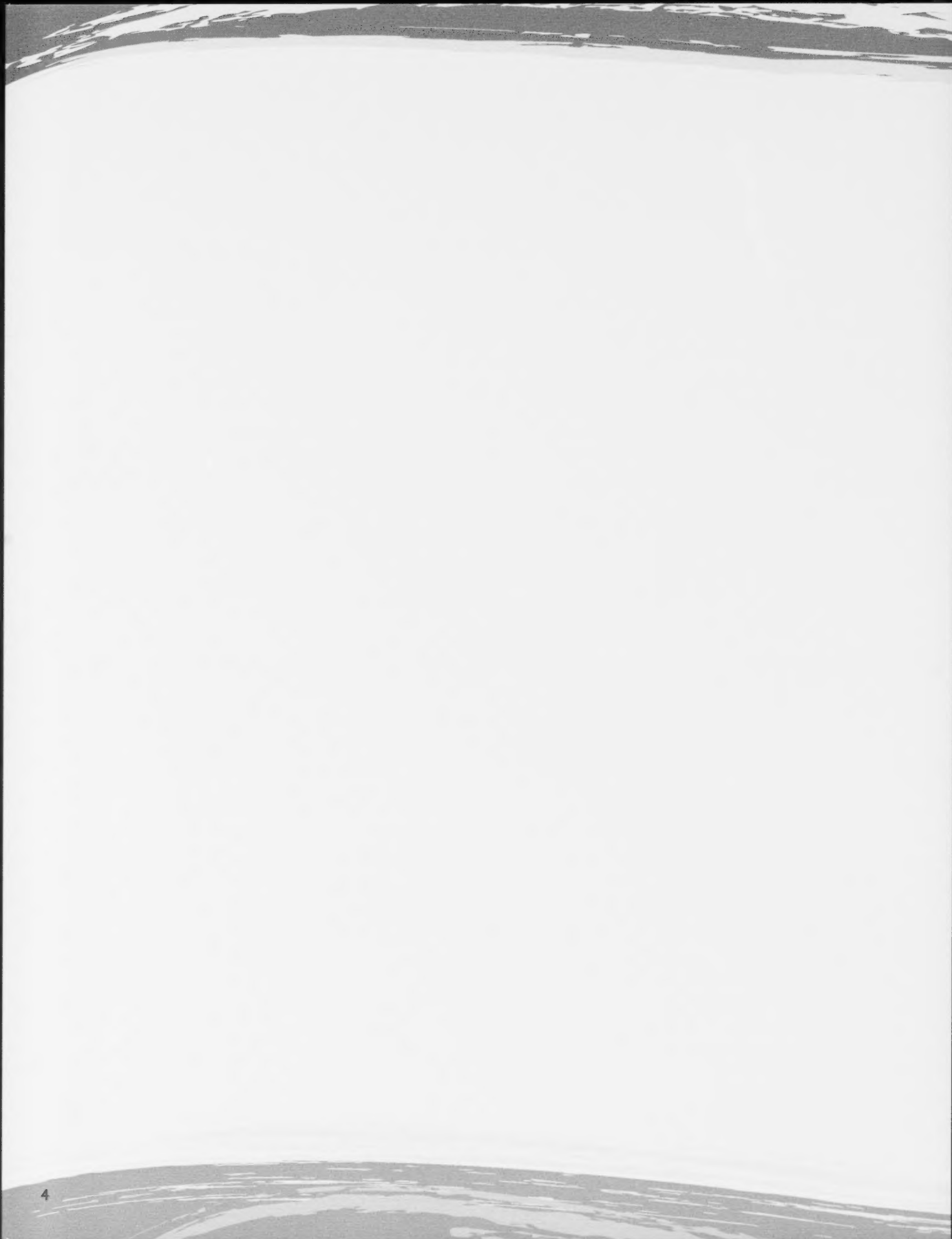


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1 Introduction

This document serves as a companion to the *Education and Child and Family Services Protocol for Children and Youth in Care*. The following sections contain tools and resources for the child/youth's team in its work to share information, plan collaboratively, and to monitor and support the child/youth's educational progress.

2 Protective Factors

Protective factors are those supports and actions that position children and youth for success in school and in the community. The following outlines examples of protective factors the team may enhance to promote a supportive environment for children and youth:

Protective Factor: Interest and involvement in education and community life

- All parties participate in school-based activities like team transition meetings, parent-teacher interviews
- Match the child/youth's interests and talents to opportunities within the school and community (extra-curricular activities and clubs)

Protective Factor: Respect and support for the child/youth's specific developmental, cultural and individual strengths and needs

- Share pertinent information that is unique to the child's needs and strengths when discussing educational programming
- Liaise with the sending/receiving school

- Provide opportunities for the child/youth to continue to be connected to his or her individual culture and community
- Develop a plan to meet the child/youth's short-term need for belonging and success, and the long-term need to support educational outcomes (this may include an IEP and/or participation in language and cultural programs as appropriate)

Protective Factor: Joint assessment and planning for the child/youth's needs and shared accountability among caregivers, family members and relevant support professionals

- Share relevant aspects of the child/youth's care plan
- Establish and follow clear timelines for review and/or revision of goals and strategies
- Focus discussion at scheduled parent/teacher interviews on aligned school-based collaborative plans, and review IEP if applicable
- Consider alternate pathways to graduation for youth when all other strategies have been attempted

*Protective Factor:
Timely records/information sharing*

- Share information from relevant reports relating to the well-being of the child/youth
- Share reports with caregivers

*Protective Factor:
Consistency and stability*

- Maintain positive ongoing communication with all partners
- Appoint an adult mentor/champion to check in frequently with the child/youth and advocate for their needs

*Protective Factor:
Development of resiliency*

- Model optimism and hardiness when difficulties arise
- State belief in the child's future
- Help the child/youth recognize and evaluate his or her automatic thoughts helping them to "decatastrophize" circumstances
- Provide opportunities for the child/youth to have control by giving input and making decisions when appropriate (Example: Input into rules and discussions about consequences, opportunities to master skills and knowledge)
- Ensure the child/youth knows that the adults are aware of his or her strengths and gifts through consistent positive feedback

3 Summary of Child in Care Legal Status, Guardianship/ Rights, Documentation

Note: this is for information and illustrative purposes only and is only to be used in conjunction with *The Child and Family Services Act*, regulations, standards, etc., and is not a substitute for them.

Legal Status	Rights of Parents	Rights of Agencies	School Registration
Apprehension	None unless otherwise specified by an agency	All, agency is guardian, CFS Act S.25	CIC registration form signed by CFS worker and agency CEO / ED / regional director (or designate)
Temporary Order of Guardianship, time limits (Temporary Ward)	None unless otherwise specified by an agency	All, agency is guardian, CFS Act S.38	CIC registration form signed by CFS worker and agency CEO / ED / regional director
Permanent Order of Guardianship (Permanent Ward)	None unless otherwise specified by an agency	All, agency is guardian, CFS Act S.38	CIC registration form signed by CFS worker and agency CEO / ED / regional director (or designate)
Voluntary Surrender of Guardianship (VSG)	None unless otherwise specified by an agency	All, agency is guardian, CFS Act S.16	CIC registration form, signed by CFS worker and agency CEO / ED / regional director (or designate)
Voluntary Placement Agreement (VPA), time limits	Parent is guardian, involvement and responsibilities as mutually agreed to between an agency and parent	As mutually agreed to between an agency and parent, CFS Act S.14	School registration form signed by parent (unless otherwise indicated) and CIC registration form signed by CFS worker, agency CEO / ED / regional director (or designate)
Supervision Order (child remains in family home, some conditions related thereto may be relevant)	All, parent is guardian (unless modified by the supervision order or otherwise specified by an agency)	Only as modified by the supervision order or otherwise specified by an agency, including safety matters related to access, CFS Act S.38	CIC registration form (optional); School registration form signed by parents

4 Relevant Excerpts from The CFS Act and Program Standards

From *The Child and Family Services Act*:¹

Child and Family Services Act declaration of principles states: The safety, security and well-being of children and their best interests are fundamental responsibilities of society.

Subsection 2(1) *The Child and Family Services Act* and section 3 of *The Adoption Act* define the best interests of the child. Under subsection 2(1), the best interests of the child is the paramount consideration in all proceedings under the Act other than proceedings to determine whether a child is in need of protection. Best interests under subsection 2(1) includes the merits and risks of any plan proposed by an agency that would be caring for a child compared with the merits and risks of the child returning to or remaining with the family.

Under both Acts, best interests include the child's sense of continuity and need for permanency with the least possible disruption, and the child's cultural, linguistic, racial and religious heritage.

The Child and Family Services Act: Best interests

2(1) *The best interests of the child shall be the paramount consideration of the director, an authority, the children's advocate, an agency and a court in all proceedings under this Act affecting a child, other than*

proceedings to determine whether a child is in need of protection, and in determining best interests the child's safety and security shall be the primary considerations. After that, all other relevant matters shall be considered, including

- (a) the child's opportunity to have a parent-child relationship as a wanted and needed member within a family structure;
- (b) the mental, emotional, physical and educational needs of the child and the appropriate care or treatment, or both, to meet such needs;
- (c) the child's mental, emotional and physical stage of development;
- (d) the child's sense of continuity and need for permanency with the least possible disruption;
- (e) the merits and the risks of any plan proposed by the agency that would be caring for the child compared with the merits and the risks of the child returning to or remaining within the family;
- (f) the views and preferences of the child where they can reasonably be ascertained;
- (g) the effect upon the child of any delay in the final disposition of the proceedings; and
- (h) the child's cultural, linguistic, racial and religious heritage.

¹ The Child and Family Services Act, C.C.S.M. 2012, c. 80, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/co80e.php>

The Child and Family Services Act: Duties of agencies

7(1) According to standards established by the director and subject to the authority of the director every agency shall:

- (a) work with other human service systems to resolve problems in the social and community environment likely to place children and families at risk;
- (b) provide family counselling, guidance and other services to families for the prevention of circumstances requiring the placement of children in protective care or in treatment programs;
- (c) provide family guidance, counselling, supervision and other services to families for the protection of children;
- (d) investigate allegations or evidence that children may be in need of protection;
- (e) protect children;
- (f) develop and provide services which will assist families in re-establishing their ability to care for their children;
- (g) provide care for children in its care;
- (h) develop permanency plans for all children in its care with a view to establishing a normal family life for these children;
- (i) provide adoption services under *The Adoption Act*;
- (j) provide post-adoption services to families and adults under *The Adoption Act*;
- (k) provide parenting education and other supportive services and assistance to children who are parents, with a view to ensuring a stable and workable plan for them and their children;
- (l) develop and maintain child care resources;
- (m) provide services which respect the cultural and linguistic heritage of families and children;

(n) provide such reports as the director may require;

(o) take reasonable measures to make known in the community the services the agency provides;

(p) conform to a written directive of the director;

(q) maintain such records as are required for the administration or enforcement of any provision of this Act or *The Adoption Act* or the regulations;

(r) provide any other services and perform any other duties given to it by this Act or *The Adoption Act*, or by the director in accordance with this Act or *The Adoption Act*.

The Child and Family Services Standards Manual:

1.1.2 Child Assessment

Child Assessment is a specialized assessment of any child to determine individual needs separate from the family and the permanency plan for the Child in Care. Assessment begins at the first contact and is ongoing. It involves gathering and analyzing information on the strengths and needs of the Child in Care. Effective Assessment occurs when the child (and whenever possible the family and the community) is actively involved in the process.

Children in Care have all the expected developmental, emotional, and social, health, educational, cultural and spiritual needs of growing children. In addition, the impact of separation, loss and reunification may require services beyond what is normally provided to a child of the same age. Therefore, when a child is taken into care, additional information is required to understand and provide support to the child, the caregiver and the family, and to support a child's sense of continuity and need for permanency.

Ongoing assessments identify issues that may impact on a child in the longer-term as well as the short-term and help to plan for the normal transitions in a child's life.

Child Assessment is a specialized assessment of any child to determine individual needs separate from the family and the permanency plan for the child: The worker does an individual child assessment:

- Within 30 days of the placement of a child
- Prior to returning a child to the family
- Within one month of a family assessment that suggests a child has needs that cannot be managed by the family
- When a child is likely to be in care for more than six months and in need of permanency planning

Updating Child Assessments - The worker updates a child assessment at least annually and more frequently when there is a need for a change in services to the child:

- Change of Placement or Family Reunification
- No positive changes after three months
- As a part of permanency planning

Child and Family Services Standards Manual: 1.1.3 Care Plan

Following an assessment, the worker develops a Care Plan to address the needs and issues of the child. Care Plan addresses what will be done to meet the needs of a child in care of the agency including the need for a parent-child relationship, continuity and permanency, and a cultural, linguistic, racial and religious heritage. Effective planning occurs when the child (and whenever possible the family and the community) is actively involved in the process

Based on the assessment, the outcomes of planning are:

- Written
- Have specific, measurable case goals
- Contain service activities
- Contain specific time lines

Planning also ensures that any risk factors identified in the assessment are addressed so child is safe and his well-being is strengthened and best interests are considered

The Child and Family Services Standards Manual: 1.1.4 Service Provision

The worker ensures that all services outlined in the Care Plan are in place within the specified time frames.

The case management decisions in providing services are as follows:

- Have necessary referrals been made?
- Have necessary contacts been completed?
- Have appropriate legal steps been taken?
- Are the services in place?

The Child and Family Services Standards Manual: 1.1.5 Evaluation

Effective evaluation requires regular opportunities for the family, children, community members and service providers to communicate with the worker about the plan and the services provided and for the worker to receive support to effectively manage the case. Opportunities are provided through phone calls, home visits, case conferences or other meetings, written reports and formal review.

Evaluation enables the agency to identify both common concerns and successful methods that may be addressed. The case management decisions at the evaluation stage are:

- Is the Care Plan being followed and are the standards being met?
- Is the Care Plan effective and are the needs child being met?
- Is the level of service adequate to the needs of the child?
- Are there significant changes in the situation that require a review?
- Does the child assessment need to be updated?

Care Plan Review - The Agency Supervisor reviews and approves all Care Plans:

- Within five working days of receiving the plan from the worker and
- At least three months before the child's eighteenth birthday (see Age of majority planning)

Age-of majority Planning – The case manager ensures that a plan for a child aged 16 and older includes preparations for becoming an adult such as:

- Referral to appropriate adult services in keeping with the Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age Sixteen

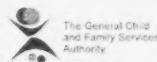
- Extension of support services and development of other support systems (for example, extended family, others), and
- Assessment and development of skills for independent living

Reviews of Progress Reports - The supervisor reviews all open cases with the case manager at least once every three months (**90 day reviews**).

Additional Reviews - The supervisor conducts additional reviews

- When there have been significant changes to a case
- When the person or family receiving services request transfer of closure
- Before withdrawing services and closing a case
- Before children are returned home

5 Information Sharing using the Privacy Acts (PHIA & FIPPA) and The Child and Family Services Act



Information Sharing using the Privacy Acts (PHIA & FIPPA) and The Child and Family Services Act

This Fact Sheet aims to provide clear guidelines for information sharing between collateral service providers and child and family service (CFS) staff for the purposes of protecting children and providing coordinated services to families.

1. What are PHIA and FIPPA?

*The Personal Health Information Act (PHIA)*² applies to any professional who is a **trustee** of personal health information. Any information collected in the course of providing health care services to an individual is considered personal health information. Personal health information must be kept confidential. **An exception however, is where another provincial Act, such as *The Child and Family Services Act* requires the sharing of information in the best interests of children.**

*The Freedom of Information and Protection of Privacy Act (FIPPA)*³ protects personal information collected by an organization. ***The Child and Family Services Act* supercedes FIPPA if the information is required in the best interests of children.**

2. When must Personal Information be disclosed to a Child and Family Services Authority or designated agency by a Collateral Service Provider?

Despite any other Act within which a professional may practice, *The Child and Family Services Act* sets out an obligation to report a child who is or might be in need of protection (ex: mandatory reporting of child abuse, minor parents).⁴ This duty to report applies even when the information is collected during a professional or confidential relationship, such as any health provider/patient relationship. **PHIA and FIPPA do not in any way prohibit the sharing of confidential information during a child protection investigation.**

3. What is the Process for reporting Child Protection Concerns?

It is the responsibility of any professional or individual to report any situation where he/she reasonably believes a child might be or is in need of protection. The professional should contact the Designated Intake Child and Family Service Agency in their region, the CFS worker providing ongoing service on an open case, or call the toll free number 1-866-345-9241.

² The Personal Health Information Act. C.C.S.M. 2011, c. P33.5. Retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>

³ The Freedom of Information and Protection of Privacy Act. C.C.S.M. 2012, c. F175. Retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php>

⁴ Please see Section 18.1 and 18.11 of *The Child and Family Services Act* for more information

4. *When can Information be shared between Collateral Service Providers and CFS staff?*

During a child protection investigation - The CFS Act supercedes PHIA and FIPPA and allows for the ongoing sharing of information during a child protection investigation.

When the CFS worker requires such information he/she must inform the external collateral organization that the information is required for investigation purposes.

Coordinated services – The CFS Act allows for information sharing between a CFS worker and external collateral(s) as part of an ongoing coordinated case plan developed between professionals involved with a child/family. Best practice dictates that client consent should be obtained to allow CFS workers and collateral organizations to share information. However, consents are not mandatory in protection cases if it is required “in the best interests” of the child.

5. *Can Information be shared when there is an open CFS Voluntary Family Service Case?*

A CFS worker cannot share any information with external collaterals regarding a case with a voluntary designation, without signed family consents.

APPENDICES:

CFS Act – Section 18(1) states:

18(1) Subject to subsection (1.1), where a person has information that leads the person reasonably to believe that a child is or might be in need of protection as provided in section 17, the person shall forthwith report the information to an agency or to a parent or guardian of the child.

Exception 18(1.1) states that where that person reasonably believes that the parent/guardian of the child is responsible for causing the child to be in need of protection, or may not be in a position to protect the child, the person must report directly to an agency.

CFS Act – Section 76(3)(g) states:

76(3)(g) Subject to this section, a record made under this Act is confidential and no person shall disclose or communicate information from the record in any form to any person except

(g) where a disclosure or communication is required for purposes of this Act;

CFS Act and FIPPA – Section 86.1 of *The CFS Act*, Conflict with *The Freedom of Information and Protection of Privacy Act* (FIPPA) states:

If a provision of this Act is inconsistent or in conflict with a provision of *The Freedom of Information and Protection of Privacy Act*, the provision of this Act prevails.

CFS Act and PHIA – PHIA permits the collection and sharing of personal health information under Subsections 14(2)(e) and 22(2)(o), which permit information flow where another Act (CFS Act) authorizes or requires it:

14(2)(e) another method of collection is authorized or required by a court order or an enactment of Manitoba or Canada.

22(2)(o) authorized or required by an enactment of Manitoba or Canada.

22(2)(b) to any person if the trustee reasonably believes that the disclosure is necessary to prevent or lessen a serious and immediate threat to:

- (i) the health or safety of the individual the information is about or another individual, or
- (ii) public health or public safety.

For further information, please visit the following websites:

www.gov.mb.ca/fs/childfam/index.html and click on 'Protecting Children from Abuse or Neglect

www.pacca.mb.ca/publications.html/#revised and click on Child Protection and Child Abuse Manuals.

6 Pupil File Guidelines

The Pupil File

The pupil file will contain all of the information collected or produced by a school division or district to support the educational progress of a pupil. The pupil file comprises the following components: the *cumulative file*, the *pupil support file* and the *youth criminal justice file* as necessary. The pupil file may be organized and separated into individual sub-files by these components.

There are a number of statutes and regulations, which school divisions and districts, and their officers and staff, must comply with when dealing with pupil files and when establishing procedures for handling these files. These include:

The Public Schools Act (PSA)

Subsections 42.1 to 42.6, subsection 58.1, and clause 58.6(c) and clause 58.9(2)(b) of the PSA⁵ define the term "pupil file" and set out specific rules respecting access to pupil files by pupils and their parents and legal guardians.

The Education Administration Miscellaneous Provisions Regulation

(Manitoba Regulation 468/88 under *The Education Administration Act*⁶, as amended).

This Regulation describes some of the pupil information and records that school divisions and districts are required to keep.

Cumulative File Component

Exists for all students and will typically include:

- The student's name as registered under The Vital Statistics Act or, if the student was born in a jurisdiction outside Manitoba, the student's name as registered in that jurisdiction, and any other names and surnames by which the student is known
- The birth date of the student
- Student gender
- The Manitoba Education and Training Number (MET#) and any other student identification number assigned to the student by a board
- The name of the student's parent(s) and/or legal guardian(s)
- The addresses and telephone numbers of the student and of the student's parent(s)/legal guardian(s)
- The school division or district of which the student is a resident student, if different than the school division or district the student is attending
- The names of all schools attended by the student and the dates of enrolment, if known
- The citizenship of the student, and if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence and the expiry date of that visa or other document⁷

⁵ The Public Schools Act, C.C.S.M. 2013, c. P250, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>

⁶ The Education Administration Act, C.C.S.M. 2011, c. E10, retrieved from <http://web2.gov.mb.ca/laws/statutes/ccsm/e010e.php>

⁷ For a child in care, the VPA, VSG or the agency/region petition and notice of hearing document or Order of Guardianship supersedes a passport/visa/immigration document.

- Any health information that the parent or legal guardian of the student or the student (where he or she is capable of making health care decisions) wishes to be placed on the student record (e.g. allergy alerts, asthma) and, where necessary to provide health care or protect the student's health, the Personal Health Identification Number (PHIN)
- An annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled i.e. report cards and transcripts
- Information about any behavioural misconduct and disciplinary measures meted out, including suspension or expulsion relating to the student
- Attendance records
- Photographs
- Communication regarding the student between the home and school e.g. discipline, behaviour, achievements, etc
- Indications of awards, prizes
- A copy of any separation agreement or court order with respect to child custody or guardianship, where applicable⁸
- A cross-reference listing which identifies the location of all information about a pupil that is held by the school division or district, including an indication of the existence and location of pupil support information not housed in the cumulative file component
- The results obtained by the student on any diagnostic test, achievement test and examination conducted by or on behalf of the Province, and standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students
- Any other assessment or evaluation that the parent/legal guardian or the student wishes to be placed on file
- The most recent Individualized Education Plan (IEP) and/or Health Care Plan specifically devised for a student, and any amendments to these plans
- Up-to-date notations of referrals to/ contacts with external agencies (e.g. Child and Family Services) or caregivers
- Admission advisement concerning whether the student has used or is continuing to use social service, psychological/psychiatric or counselling resources of any agency or of any school previously attended
- General information related to special funding
- Notations of pullout for resource or challenge work

Pupil Support File Component

The Pupil Support File Component exists for some students and will typically include:

- Detailed documentation from school clinicians and special education/ resource staff about all inter-agency contacts and the provisions of any other resource services from within or outside of the school division or district that are occurring
- Ongoing health/psycho-social/ counselling information, whether medical, psychological or behavioural. (Schools should endeavour to ascertain at point of first admission whether students have used or are continuing to use the social service, psychological, psychiatric, counselling resources of any professional, of any agency, or of any school previously attended)

⁸ For children in care, as per the school registration form (p.24) in the protocol document, the agency will have to check off the child's status, provide dates and the form needs to be signed by the agency Executive Director/CEP/Regional Director and the Child and Family Services worker.

- School clinician reports and related correspondence, notes from meetings and discussions concerning intervention strategies, contact logs and consultation notes
- Referrals to other agencies and individuals
- The results obtained on specialized diagnostic tests
- Reports from service providers such as agencies, hospitals, and clinics

Other Legislation

School divisions and districts should be aware that other legislation might apply to certain types of information in pupil files – for example:

The Youth Criminal Justice Act (Canada)⁹

This Act sets out the rules governing access to and disclosure, retention and destruction of records relating to young persons who have been dealt with under the Act. Please note that the requirements of the YCJA supercede those contained within *PSA*, *PHIA* and *FIPPA*.

The Child and Family Services Act of Manitoba

Part VI of this Act contains access and confidentiality provisions which govern disclosure of records “made under” that Act (for example, a record prepared for a Child and Family Services agency indicating that a student may be a child in need of protection under that Act). Section 86.1 of *The Child and Family Services Act* provides that its provisions prevail over the provisions of *FIPPA* where there is an inconsistency or conflict.

Transfer of the Pupil File

The school principal must forward the pupil file, including the cumulative components and all files which comprise the support file component, when the pupil transfers out of the school and enrolls in another school (subsection 29(3) of the *Education Administration Miscellaneous Provisions Regulation*). However, the youth criminal justice component of the pupil file should never be transferred to a school outside the school division. The contents of the pupil file being transferred should be reviewed to ensure that only personal information and personal health information necessary for the schooling and provision of educational services to the pupil is forwarded to the new school. Consistent with Board policy, duplicate information and information that is not necessary for the schooling and provision of education services to the pupil may be culled and destroyed.

Transfer procedures should ensure that the file contents, as they are of a sensitive and personal nature, are adequately protected from unauthorized access, disclosure, loss or destruction while being transferred. The pupil support file component may be transferred directly from professional to professional where possible to further ensure the security and confidentiality of the file contents. If the pupil support file component is not transferred from professional to professional, then the files that make up this component must nonetheless still be transferred to the new school. Such files should be clearly identified as containing sensitive personal health information. It is up to the receiving school or school division to ensure that only appropriate personnel have access to these files.

⁹ Youth Criminal Justice Act, SC 2002, c 1, retrieved from <http://canlii.ca/t/52054>

Cumulative and Pupil Support File Components

Transfer of the cumulative file component and of the pupil support file components are mandatory. The pupil and parent(s) or legal guardian(s) should be advised of the transfer of the file and of the nature of the information transferred. The transfer of the cumulative file component and the pupil support file component of the pupil file must still take place even where objections by the student, parent(s) or legal guardian(s) are raised, as it is required by subsection 29(3) of the *Education Administration Miscellaneous Provisions Regulation (MR 468/88)*.

For more information:

<http://www.edu.gov.mb.ca/k12/docs/policy/mbpupil/mbpupil.pdf>

Contact: Manitoba Education
Education Administration Services
507-1181 Portage Avenue
Winnipeg, Manitoba R3G 0T3

Phone: (204) 945-6899

7 Collaborative Planning and Information Sharing Checklist: Change in School

The checklists in section 7 & 8 outline the roles and responsibilities recommended to enhance information-sharing and planning for children and youth in care who are experiencing a transition:

- Section 7: transition to a different school
- Section 8: change in living arrangements.

Checklist for Collaborative Planning and Information Sharing When a Child/Youth in Care Changes Schools

Team Member(s) Responsible	Required Actions	Pending	Date Completed	Signature
Child and Family Services worker Sending school and Receiving school	Inform the principal (or designate) and appropriate school staff at the receiving school of the incoming child/youth's circumstances and individual needs, and provide relevant documentation.			
	Inform the principal (or designate) and appropriate school staff at the receiving school of any special supports needed by the incoming child/youth.			
	Work collaboratively with the sending school to support a successful school transition.			
Child and Family Services worker & Caregiver(s)	Determine any specific school supplies that are required for the child/youth's classes and provide them as soon as possible.			
	Provide school staff with child/youth's updated records: contact information of family members, caregiver(s), child and family services worker and emergency contact.			
	Provide school with information regarding access to family members and others that might impose a risk to the child/youth.			
	Inform appropriate school staff of any safety concerns regarding the taking of videos, photos and any media access.			

Team Member(s) Responsible	Required Actions	Pending	Date Completed	Signature
Receiving school Principal	Contact the sending school's principal to ascertain information about the child/youth's individual needs.			
Receiving school staff	<p>Contact the sending school and request pupil files (indexed to student's MET#).</p> <p>Complete a file review of faxed material to:</p> <ul style="list-style-type: none"> • Determine what services to coordinate for the child or youth (e.g., Individual Educational Plan, Counselling, Resource [special educational services]) • Understand the child/youth's strengths, interests and needs (i.e., identify and provide opportunities for extracurricular involvement, learn about the child/youth's personality style, etc.). 			
	Make short-term plans to ensure a smooth transition into the new school setting, such as identifying a mentor to help the child or youth settle into his or her new environment.			
	Provide additional learning resources, as needed, to help the child or youth achieve educational goals.			
	Update and maintain child or youth files/records.			
	Identify any required special needs and apply for appropriate funding as necessary.			
	Provide a list of required school supplies.			

Team Member(s) Responsible	Required Actions	Pending	Date Completed	Signature
Child and Family Services worker, Caregiver(s), and School staff	Provide and sign any necessary release forms from the previous and new schools to share information to enhance planning for the child or youth.			
	Determine needs for support to stabilize the child/youth's comfort and compliance with routines: <ol style="list-style-type: none"> 1. take time to orient and welcome the child or youth and family to the school to establish a sense of belonging 2. familiarize the child or youth with the new school's code of conduct 3. speak directly to classroom teacher(s) about homework and upcoming field trips 4. familiarize themselves and the child or youth with sign-in/sign-out procedures, and attendance expectations 5. familiarize themselves and the child or youth with opportunities to be included in school clubs and other extracurricular activities. 			
	Immediately following registration at the new school: <ul style="list-style-type: none"> • Discuss the child/youth's needs and past strategies and practices • Identify and plan for individualized supports and resources the child needs to ensure a successful transition (e.g., IEP or BIP, and the Child's Care Plan).¹⁰ 			
	Other considerations:			

¹⁰ These supports are in addition to those commonly available to students on an as-needed basis (e.g., counselling, mentoring, peer support). A meeting of a school-based team, including child and family services worker(s) and caregiver(s), is an effective means to support this step.

8 Collaborative Planning and Information Sharing Checklist: Change in Living Arrangement

*Checklist for Collaborative Planning and Information Sharing
When a Child or youth in Care Changes Living Arrangements*

Team Member(s) Responsible	Required Actions	Pending	Date Completed	Signature
Child and Family Services worker	Inform the principal (or designate) and appropriate school staff at the current school of the incoming child/youth's circumstances and individual needs.			
	Work collaboratively with the sending school to support a successful school transition.			
Child and Family Services worker & Caregiver(s)	Consult with the school to determine any specific supplies (equipment, appropriate clothing and supplies) that are required for the child/youth's classes and provide them as soon as possible.			
	Update and maintain all of the child/youth's records: contact information of family members, caregiver(s), child and family services worker and emergency contact information. Ensure school is informed of any changes in legal status.			
Child and Family Services worker and School staff	Give information to the new caregiver(s) to support their ability to provide continuity and compliance with existing school routines (homework, attendance, extra-curricular school or community involvement, etc.) and to help provide stability for the child or youth during this transition.			

Team Member(s) Responsible	Required Actions	Pending	Date Completed	Signature
Child and Family Services worker, Caregiver(s), and School staff	Sign/provide necessary release forms to share information that will be needed to enhance planning for the child or youth.			
	For a child or youth brought into care for the first time, develop short-term plans to ensure a smooth transition for him or her (e.g., identifying a mentor to help the child or youth adjust to new living situation, counselling, peer support, and other services).			
	Discuss the child/youth's needs and education planning required to support his or her successful transition to the new caregivers.			
	Discuss with school staff their observations of the child/youth's adjustment and progress with regard to school life and learning: <ul style="list-style-type: none"> • Is there evidence of peer support? Belonging? • Is the child or youth completing school work? • Is the child or youth meeting his or her educational goals? • Are the current supports (school and home) effective? • If the child or youth is not meeting his or her responsibilities as a member of the school community, what joint actions can be taken to support the child or youth? 			
	Invite community members who have a relationship with the child or youth into the framework of support in a more formal way (i.e., to provide access to leisure activities and school events, such as family reading or after-school sports activities).			
	Document ongoing communication (e.g., log of phone calls, meeting notes, checklists, letters, email, etc.).			
	Other considerations:			

9 Special Needs Categorical Funding Levels 2 & 3 Transfer Notification Form

*To be completed by Receiving School Division and submitted with Divisional Summary in October,
January, or June*

Name: _____

D.O.B.: _____ Student MET Number : _____

Year | Month | Day

Sending School Division: _____

School: _____

Funding: _____

Category

Level

Date funding expires

Receiving School Division: _____

School: _____

Date of Enrolment: _____

Student Start Date: _____

Student Services Administrator's Signature:

Questions? Call the Funding Review Team at:

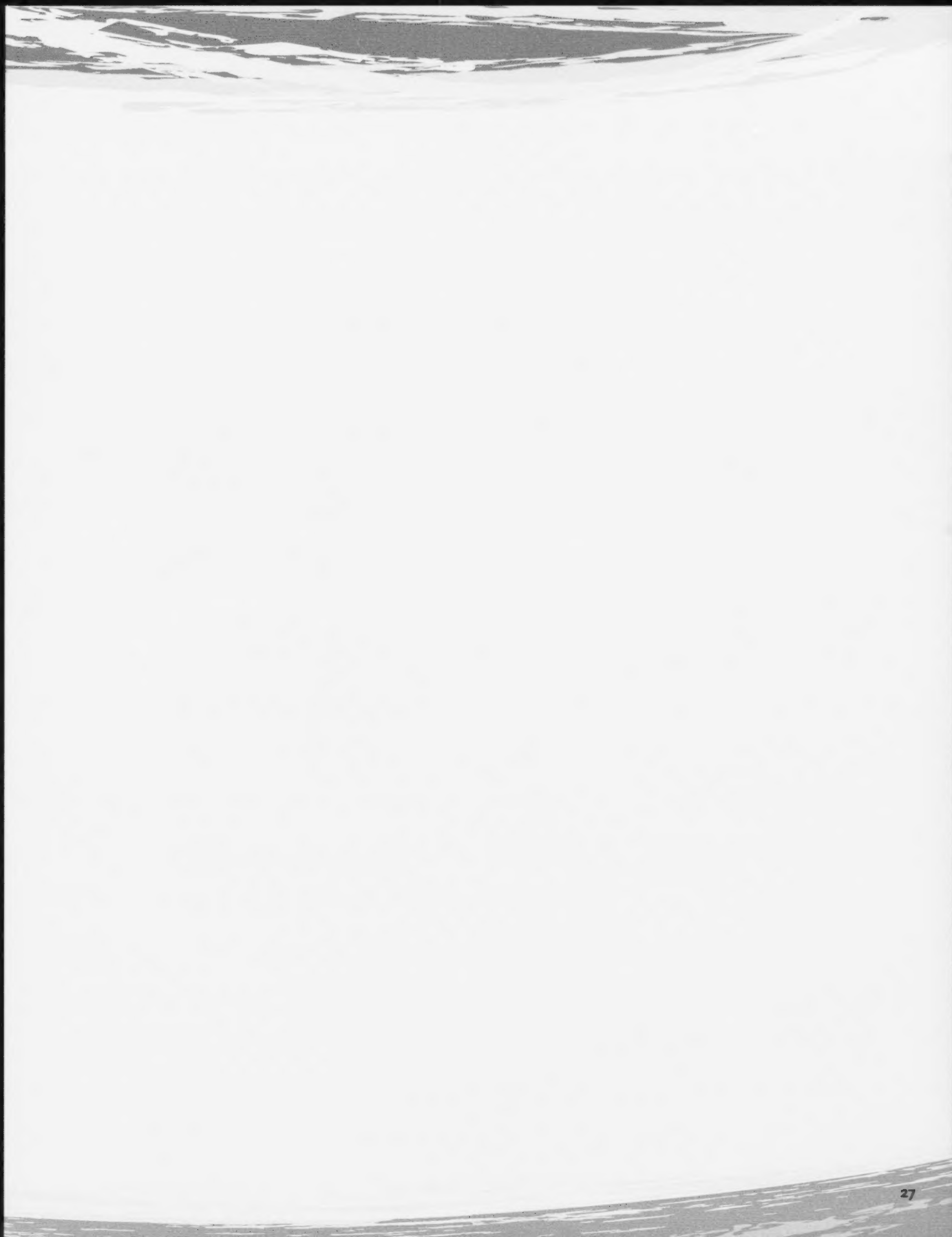
(204) 945-6064

September, 2010
Manitoba Education

10 Strategies to Support Children and Youth in Care in the School Environment – Quick Reference for School Staff

Elementary (JK-6)	Middle/Secondary (7-12)
<p>Affective Domain – building trust and belonging (e.g., promoting friendships, visibility/engagement):</p> <ul style="list-style-type: none"> • Provide time for other children to get to know the new student; consider partnering the student with a new special buddy each day for a week so he or she gets to know a variety of children and so that the welcoming process is a shared responsibility in the class. • Arrange some one-to-one time for the teacher and new student so that the teacher can establish rapport. • Arrange time for the teacher to welcome the child's caregiver(s) to the classroom community. • Talk to the new student about opportunities to join in at the school level (school clubs, sports and helper jobs). • Assign another staff member (teacher of the same grade or next grade, learning assistance/special education teacher, principal/vice principal, school counsellor, etc.) to get to know the student and provide contact every day. • Provide the new student's caregiver(s) with information about community organizations that other children in the school are involved in (e.g., soccer league, girl guides, scouts, SPCA, etc.). • Help the child or youth focus on the positive elements of his or her life and understand that change is normal and not necessarily a result of any action of the child or youth. It may be that the adult(s) could not cope or needed change for reasons unrelated to the child or youth. 	<p>Affective Domain – building trust and belonging (e.g., promoting friendships, visibility/engagement):</p> <ul style="list-style-type: none"> • Provide time for other students to get to know the new student; consider striking a "welcome committee" whose members could include older students, student council representatives and/or mentor students placed in the same classes with the new student; the purpose is for the new student to get to know a variety of people and for the welcoming process to be a shared responsibility in the school community. • Arrange some one-to-one time for the teachers and new student so that all can establish rapport. • Talk to the new student about opportunities to join in at the school level (school clubs, sports and helper jobs). • Assign another staff member as an adult champion (teacher of the same grade or next grade, learning assistance/special education teacher, principal/vice principal, school counsellor, etc.) to get to know the student and provide a contact every day. • Provide the new student's caregiver(s) with information about community organizations that other children in the school are involved in (e.g., soccer league, girl guides, scouts, SPCA, etc.). • Help the child or youth focus on the positive elements of his or her life and understand that change is normal and not necessarily a result of any action of the child or youth. It may be that the adult(s) could not cope or needed change for reasons unrelated to the child or youth.

Elementary (JK-6)	Middle/Secondary (7-12)
<p>Intellectual Domain – ensuring appropriate teaching/learning opportunities:</p> <ul style="list-style-type: none"> • Complete a file review to establish learning strengths and needs; ask the child to state his or her own strengths and identify an area for further development. • Speak to the child and family services worker and caregiver(s) about the child's strengths, needs and challenges. • Ensure continuity of programming when the child has accessed specialized school level services such as Learning Assistance, EAL, counselling, an IEP, and Aboriginal language and culture programs. • Communicate with the child about how she or he is doing after a period (two to three weeks) of adjustment; this could take the form of an interim report or a simple interview to affirm the child's efforts and focus on the ongoing goals for him or her. • Because the child is vulnerable, reconsider the use of suspension as a disciplinary measure. Instead consider restitution principles and/or culturally sensitive/relevant practices to address negative behaviours. 	<p>Intellectual Domain – ensuring appropriate teaching/learning opportunities:</p> <ul style="list-style-type: none"> • Complete a file review to establish learning strengths and needs; ask the student to state his or her own strengths and identify an area for further development. • Speak to the child and family services worker and foster family about the student's strengths, needs and challenges. • Ensure continuity of programming when the student has accessed specialized school level services such as Learning Assistance, EAL, counselling, an IEP, and Aboriginal language and culture programs. • Communicate with the student about how she or he is doing after a period (two to three weeks) of adjustment; this could take the form of an interim report or a simple interview to affirm the student's efforts and focus on the ongoing goals for him or her. • Ensure that the student knows his or her options with respect to graduation – refer to http://www.edu.gov.mb.ca/k12/policy/grad_require.html for more information. • Because the student may be vulnerable, reconsider the use of suspension and expulsion as a disciplinary measure. Instead, consider restitution principles and/or culturally sensitive/relevant practices to address negative behaviours (e.g., non-attendance).





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